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The Modern Language Journal

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THE Modern Language Journal

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A BRIEF STUDY SHOWING THE RELATION BETWEEN THE VOCABULARY AND TREATMENT OF THE ANNOTATED READING TEXT

Whether one is interested or not in manufacturing processes, the outstanding feature, standardization, is constantly forced upon one's attention. To one, however, who is mechanically inclined, the standardized technique of the automobile shop, for example, has a fatal fascination. He wonders why it is not possible to get somewhat similarly efficient results in the field of education, at least in any field involving technique, and the acquisition of a foreign language does involve the mastery of a technique. He realizes, of course, differences between the mechanical and the educational world, but while he recognizes that keen competition makes standardization of output, working within very close limits of mechanical accuracy, an absolute necessity; competition that is largely lacking in the school and college world, yet he is loath to let this appear the whole cause that forces the manufacturer to turn out a product 99 per cent. perfect and the lack of which allows a boy to pass in a subject with a grade of 60-75 per cent., or even less, in a subject which in its beginnings at least involves technical skill. At any rate, we should not be satisfied with the present state of affairs until we have left no stone unturned that will (1) standardize our product, (2) enable us most efficiently to teach this standardized product. No one would wish to belittle less than I the great advance that has been made in this country in the ways and means of teaching modern languages under school conditions. But when I think of what might have been done, if an equal amount of brain-power and

industry had been spent as in the factory world, I am somewhat downhearted and wonder if even after another generation we shall be very much farther along. Modern language method, modern language textbooks are still in the dilettante stage, and a great deal more of coördinated effort will have to be expended before we get out of this stage. If we do not make more definite progress along some lines of development, degeneration will set in, and, as I shall indirectly have occasion to indicate, I already see signs of it.

The main principles underlying the technical side of language acquisition are pretty well understood. Undoubtedly foreign language specialists who are at the same time trained psychologists will be able to prove to us the general correctness of these principles. And this will be well worth doing. What we need now more than anything else is concerted effort dealing with (1) the selection of the material, the standardization of the material to be employed and (2) presentation of material, the standardization or at least an evaluation of the ways and means of teaching the standardized material. From the narrower, technique side it is clear that it is of prime importance that these following fields at least should be as clearly defined as possible: (1) the vocabulary, (2) what is loosely included under the term grammar, (3) the evaluation of exercises that serve to coördinate these two factors. It is my purpose in this brief article to discuss particularly the first of these two fields, largely to bring home the great necessity for long continued, laborious work on this intricate problem.

That there is need of greater coöperation and greater clarity with regard to the vocabulary question, I believe I have shown in a brief contribution I made in the October, 1917, number of the *Monatshefte*. Among other things, I tried to prove that although beginners' books aim primarily to prepare pupils to read the foreign language, yet the writers of ten recently published text-books were all at sea regarding any sound basis for the selection of vocabulary, quantitatively as well as qualitatively. I regard it of the greatest importance to get this job done first, for what is done afterwards depends so much on what care has been taken in the organization of the beginners' vocabulary, in the selection and kind of control. At the present time, how-

ever, I wish to carry this whole matter one stage further, to the reading text stage, and offer some statistics and draw certain conclusions that I think are of value.

In order to present my case, I asked some of my students to take two recently published editions of that popular text, *Höher als die Kirche*. One other student made a comparison between the vocabularies of *Immensee* and *Höher als die Kirche*. I might say by way of offsetting criticism that in selecting just these two editions of *Höher als die Kirche* I had no other purpose than to make my points. Both these editions attempt to present the very newest style in annotated texts. In each case the text proper is fairly short compared with the accompanying apparatus, which includes all the modern exercises necessary for the intensive study of the material from the form as well as the thought side. What a far cry it is from those simple editions of an earlier day to these extraordinarily ingenious ones of the present time! It would be indeed interesting for some one to write the history of changes in text-book styles as we find them in this country.

The vocabulary of *Höher als die Kirche* contains roughly 2000 words. One edition, which hereafter we shall call edition A, has omitted the difficult opening chapter and in doing so the number of words has been reduced to about 1800. The complete annotated text we shall designate as edition B. Let us assume, in the first place, that the pupil has been brought up on the basic book of the series, to which edition A belongs, the beginners' book, and that the bare text of *Höher als die Kirche* is used for purposes of intensive study. That is, we will eliminate for the time being those considerable additions to the vocabulary, necessitated by the various exercises and other apparatus the annotated text contains. The basic beginners' book contains about 1980 words listed in the back. Of this number about 770, or 37 per cent., if we take the vocabulary at 1800, are common to the vocabulary of the reading text. But suppose the pupil has been brought up on another beginners' book. I examined one containing about the same size of vocabulary and found the percentage of words in common remains the same. They are not the same words, but the total does not differ numerically more than ten or so.

The two editors of this reading text, however, have not been

content with restricting themselves to the vocabulary proper of the text. In both cases they have seen fit to swell the original stock of words by over 1200 additional ones. Using the students' data, I was interested to learn how many of the added words, contained in edition A, were also to be found in the basic beginning book of the series, and I discovered that but about 300 were common to the two. If by any chance the teacher decided to use edition B of the other series, what would be the result? Of the extra words used in the notes and exercises of the two editions in question 26 per cent. are common to the two, and about 235 out of the 1165¹ extra words contained in edition B will also be found in the basic beginning book of edition A. It would, therefore, make very little difference from the numerical point of view which edition the teacher decided to use. I have not been able thus far to compare the added vocabularies of these two editions with a beginners' book that appears to contain a more representative early vocabulary than the one in question. I am inclined to think, however, after running through the additional words found in these edited texts so many times in my computations, that the percentage of words in common would not be increased. As a matter of fact, the nature of the additional words in the two editions is such that the percentage might very well be lowered. I personally feel that a very large number of the words introduced do not belong in an elementary text,—probably not, even if they are to be regarded as part of the passive vocabulary (reading vocabulary), most assuredly not, if they are intended, as they evidently are, as active vocabulary.

Before adding a new element to the discussion it might also be interesting to state the results of another computation. How often have the authors repeated these 1200 odd words that each has regarded it necessary to add? Edition A uses 891 out of 1240, taken as the basis of calculation, but once. That is, over 71 per cent. are not repeated. Seventy or 5.7 per cent. occur five times and over. Of these 70, the student has listed 30 under the general head of grammatical terms. By subtracting these grammatical terms the number of words frequently used would thus be reduced to 40² or 3.7 per cent. of the total number added. The

¹Not the whole number but taken as the basis of calculation.

number of words occurring often could be still further decreased by deducting the special words used in headings to exercises or in giving directions. Such words as "Übung," "Inhaltsfragen," "Sacherklärungen," are of course frequent. In edition B, the editor has employed 737 out of 1165 words (I have omitted the rather large list of proper names), taken as the basis of calculation, once, or 63 per cent. Sixty-nine plus 26 grammatical terms the student has listed as occurring five times or over.

Let us now assume that the teacher chooses to read *Immensee* with his class, and this is a very likely procedure, before taking up the text, *Höher als die Kirche*. What influence would this have on the vocabulary problem? *Immensee* has a word list of about 1825. About 660² of these are also found in *Höher als die Kirche*, or 36+ per cent. of the total. If the pupil has been brought up on the basic beginner's book before mentioned, the number of words at his command would be further increased by about 200. That is, upon taking up *Höher als die Kirche* he would possess through previous study of the basic book and *Immensee* 200 + 660 or 860 words out of 2000, or 43 per cent. of the vocabulary of *Höher als die Kirche*. These figures, however, do not take into consideration the additional words appearing in the annotated editions. If we do so, and first consider edition A, we find that of the 1240 added words about 296 are already contained in the beginners' book of the series and about 90 (after deducting duplicates) are in the vocabulary of *Immensee*. The pupil would thus upon beginning edition A of *Höher als die Kirche* know 40+ per cent., or 1246 (860³ + 296 + 90) out of 3040 (1800 + 1240). If edition B of the reading text were made the basis of study, the pupil would bring a knowledge of 36+ per cent., since in addition to the 860 words common to *Immensee* and the basic beginners' book of edition A, 237 of the added words are also to be found in the beginners' book and 50 additional ones are already in *Immensee*. [1147 (860 + 237 + 50) out of 3165 (2000 + 1165).]

Looking at the matter still further from the same point of view, a pupil who has studied intensively *Immensee* and then *Höher als*

²See footnote 1, page 6.

³This figure is probably somewhat high for edition A, inasmuch as the complete text is not given.

die Kirche will have to concern himself with 1825 words, the vocabulary of *Immensee*, plus 2000 words, the vocabulary of *Höher als die Kirche*, less 660 common to the two texts, or 3165 words. Then, if edition B of *Höher als die Kirche* is used with its elaborate exercises, etc., there must now be added to the number 3165 an additional 1165⁴ new words, less 132 common to *Immensee*, making a grand total of 4198. Moreover, we can fairly assume that the pupil has also been brought up on an edition of *Immensee* similar in style to that of *Höher als die Kirche*. That means, we shall have to add another list of words to the regular vocabulary of *Immensee*, and even though we allow for duplicates, the figure 4198 will mount still higher. Lastly, we must not forget to take into consideration the beginners' book with its differentiated vocabulary. Judging from our previous findings our final total will have also gleaned a goodly number of words from this first source: A rather stiff climb for the beginner to make within this initial stage—the first two years—of acquiring the language.

What are some of the conclusions one can safely arrive at from this brief study of vocabularies? Nothing is more fundamentally necessary to the attainment of real reading ability than the searching out and afterwards the treatment of the so-called basic vocabulary. It is by slowly and carefully building up a vital control of the common words of the foreign language that we best equip our pupils for the ready mastery of the reading text. It would, therefore, seem most desirable for any author of a beginners' book first to go carefully through the vocabularies of a selected list of reading texts. And this is particularly necessary for any one who is at the same time editing a general series. At least the basic texts of a reading course should first be selected and from the vocabularies of these as a guide the words contained in the initial text book should largely be chosen. The relation between the vocabulary of *Höher als die Kirche* and the basic beginners' book would, I am confident, then be closer. The vocabularies of the two books are approximately the same in size, yet only 38+ per cent. are common to the two. I have been able up to the present to study but one other beginners' book in this connection. The vocabulary of this text has

⁴Does not include about 100 proper and geographical names.

slightly over 1200 words and 48 per cent. of these will also be found in *Höher als die Kirche*. I admit, however, if the number of words of the beginning text more nearly approached in size that of the reading text, there probably would be a falling off in the percentage of words in common; a larger vocabulary in the beginners' book would very likely diverge from 1000 up. At present all that one can do is to guess at what words in *Höher als die Kirche* might be expected to be included in a carefully organized first book. The best rough estimate I am able to offer, after checking the words met with in *Höher als die Kirche*, is that it would not be too much to expect to find in a first book, having approximately the same number of words, 50 per cent. of the vocabulary identical with that of the reading text.

In the second place, additional words incorporated in the notes and exercises should be carefully considered from the point of view of the basic vocabulary. Wherever a modern language series is launched the words contained in the basic beginners' book should be one guide. The percentage of added new words is undoubtedly now very much too large. Moreover, individual editors of the series should know not only words they can profitably cull from the beginners' book, but also what pupils can reasonably be expected to know from previous reading and study of texts in the same series. To accomplish this object the chief editor would of course have to map out beforehand not only the main texts to be included in the series but also order them for the different years and where possible within the year. Lastly, the several sub-editors should both by study and agreement coöperate with regard to the number and range of words added for the intensive study of the reading text, keeping the number as low as possible. It would also be well, if each editor of a text had definite data with regard to the frequency of occurrence of words in the text. He should make use of this knowledge in organizing the textual apparatus and also see to it that the most essential of the added words are repeated far more often than they are at present. It is not wise to leave the repetition too much in the hands of the teacher. The job will not get done unless the editor by the manner of his work suggests and bolsters up the idea of repetition in every possible way.

To many, these suggestions will seem impracticable. It may not be very profitable commercially to follow them out, but they are pedagogically sound. If we are ever to solve the intricate problem of vocabulary building we must be less prodigal in the use of vocabulary,—particularly in the earlier stages,—and lay more stress upon intensive interlockings of the common words of the language. It is absurd for each editor to add from 50 to 60 per cent to the regular vocabulary of a text without first carefully considering what words have presumably occurred before.

Thus far I have suggested a very laborious way of organizing, from the point of view of numbers, the vocabularies of reading texts. I have not, however, touched upon the most vulnerable point of all in the present elaborate editing of texts. Granting that all kinds of interlocking devices are applied, thereby decreasing the aggregate number of new words a pupil has to face in taking up a new text, are we now on the right road in solving what is to be done with the text? This is a big question to which there are bound to be wide differences of opinion. I can but express my own.

Höher als die Kirche would normally be read by a German or one knowing the language well in about an hour or two. In a sense this is all the time the text is worth. Of course we cannot hope to put pupils through at such a lively pace. And yet ideally speaking that is what we are endeavoring to do. We are trying to enable our pupils to read German at approximately the same rate at which they read material in their mother tongue. The apparatus accompanying these recently annotated texts encourages no such procedure. Its whole purpose is to slow down the rate of progress from page to page. Through a plodding, intensive process the pupil is expected to gain a mastery of the text material from the language side, oral and written, and also acquire a knowledge of its cultural and literary background. One edition in question is particularly rich in material that accentuates history and art. Leaving aside these cultural elements and thinking for the present only of the linguistic side, the vocabulary, grammar, etc., how much time could a teacher profitably spend upon teaching such a text? Would a half year or even a longer period be too long? I think not, if it is to be done properly.

From my own experience with university graduate students training to become teachers, it is quite easy to spend one whole week in the way mapped out by these annotated texts on one or two pages of German, no more difficult than *Höher als die Kirche*, and even then they will not know the material any too well. The trouble with modern language teaching in this and every other country is that we regard too lightly the difficulties of teaching and holding intact the active vocabulary of the foreign language. The beginners' book used as an illustration contains, as I have stated, just under 2000 words. In the preface the author indicates that two years should normally be spent in which to complete the book. He even admits the word-list is somewhat large due to the inclusion of certain supplementary reading. Now I think that the author would be very well pleased indeed, if, at the end of two years, pupils did acquire even a fair mastery of these 2000 words. But *Höher als die Kirche* is a text normally taken up the second year of a four year course, or at the latest at the beginning of the third year. The few statistics I have been able to bring to bear in this discussion show, do they not, that the pupil will not only be expected to control the vocabulary of the beginners' book, but he will also have to strain every power to acquire the 1000 to 1200 words that the text proper contains, plus more than 900 words that are included either in the notes or exercises, making a total of at least 2000 new words. But my critics will say it is not expected that all the words shall be taught to come trippingly over the tongue. Well, do the authors indicate what are to be eliminated or treated but casually? The whole paraphernalia suggests that the pupil shall be taught to handle the text freely. Moreover, it will be said that I have forgotten in my computations the large number of compounds and the various other means of interlocking the vocabulary. No, I have considered these factors. If reading were all that is aimed at, if the acquisition of merely a passive vocabulary were desired, then undoubtedly the pupil, well grounded in the basic vocabulary, will be enabled thereby to increase very rapidly the merely reading vocabulary. But the passive vocabulary is one thing and the active is another when it is a question of learning to control. Because a pupil knows *Rat* and *Haus* it does not necessarily follow that *Rathaus* will automatically become his at his command.

The question what to do with the reading text beyond simply reading it is as yet unsettled. But admitting for the sake of argument that it is highly desirable to provide with elaborate trappings reading texts for all stages of the course, then it seems to me, if our ideal is efficiency of attainment, that a great deal of time and skill must be employed to get the text thoroughly taught. As this process slows down the pace of reading proper, not all texts, not more than two a year ought to come in for this intensive treatment. They would not be regarded as reading texts per se, but largely as raw material upon which to base all kinds of oral and written exercises that have always been found to be necessary in order to maintain the ground won through the beginning book and gradually to advance. The obvious objections to any such plan might be expressed as follows: (1) The material is not meaty enough to stand the requisite amount of drill to get the job well done, (2) The amount of required hammering would tend to ruin the text as a piece literature or as a story, (3) The vocabulary of the story itself may easily be too large, and will certainly be if editors are not more careful than at present. (4) Many words found in the story and in the notes would be taught as active vocabulary although they are manifestly not "active words."

A far better solution of this whole matter of the treatment of the reading text and its relation to the study of the language is this: (1) With regard to the editing of the reading texts themselves the element of grading should become operative. Those taken up early in the course ought not to have the elaborate apparatus now attached to them. As the course goes on, after the problem of the vocabulary is not so dominant a feature, such apparatus would be more in order. The first texts of the series would merely be provided with a simple lot of notes and exercises of the modern type. If this were the case, then the teacher could subject it to a very simple treatment beyond that of reading and which would not materially interfere with the rate of reading. Questions on the text, for example, would touch upon the high spots of the story and emphasize the really necessary words. The other exercises would serve a similar function. (2) Paralleling this kind of work in all years there should be a second basic book to follow the first rather grammatically con-

structed beginning book. This second book might consist of interesting though brief connected material which would serve as a basis for oral and written exercises of all kinds, vocabulary and grammatical drills. The chief point, however, that must not be lost sight of, is concerned with the vocabulary. In this second book a very large percentage of the words found in the first book should reappear. Moreover, the bulk of the additional words, and they will not be very many, should consist of those that are closely allied to the words already present in the first book. They would round out the several thought groups, build up and interweave the basic vocabulary psychologically and linguistically. The detailed study of such a book in the third and fourth years of a course, a book that did not contain more than 2000 words carefully selected and ordered and treated would, it seems to me, best safeguard the old active vocabulary and provide for the slow accretion of new words. Moreover, through the intensive study of a limited amount of material we should best get our pupils ready to handle the present type of annotated text, but not until towards the end of the course.

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ADVANCED HIGH SCHOOL FRENCH IN WAR TIMES

In this paper I wish to show how peculiarly fit the study of the French language and literature is for the training of the individual in war time, or other times, and in doing so I shall have the help of Instructor Blayney's report on causes for success and failure in the training-school for officers at Camp Funston.

In giving this account of the work of pupils of third-year French, I have in mind Dr. Sachs' most timely article in the January number of this review—indeed, his article is the cause of this attempt to give the experience of one teacher with regard to questions raised by him.

The work discussed here is being carried on with mixed classes of ten to twenty in number, Seniors, Juniors and Sophomores, grouped, as far as possible, according to their mental development. Almost all the pupils have had on entering two years' training¹ in spoken French, in sentence building, grammar, "detailed" study of a few books and "rapid reading" of more. In detailed study the pupil is responsible for every word and idea of the text; he must be able to reproduce and discuss the text. With the "rapid reading" books the pupil throws himself into the French story, reads without translating, looking up only the words necessary for the essential idea of the paragraph. His reading is checked up by the oral and written reports which he makes on the books read at home.

In third-year French, with the detailed study of Maupassant's *Deux Amis*, *la Peur*, *la Parure*, and the reading of *la Ficelle*, the pupil grows familiar with the logical development of a story, accuracy of thinking, "minimum of words for maximum of ideas," clarity of expression, impersonality of writing, penetration below the surface, accurate description of nature and other artistic devices as an integral part of the story; he realizes that the ordinary individual, the democratic citizen, can become heroic under the stimulus of patriotism, that a woman who has spent her life dreaming of the pleasures of the "idle rich", to the neglect of her obvious duties, can, stimulated by the desire to be honest, willingly

¹For accounts of this preparation consult Miss Spink's article in the January number of the JOURNAL and one by Mr. Bovée which will appear shortly.

undertake and carry through a life of horrible hardship. And the ironic *dénouement* does not discourage the pupil for he goes below the surface and understands that the woman has "made good." Indeed, this ironic humor of Maupassant is the source of pleasure and develops mental alertness as it brings out his ideas on war, patriotism, friendship, cruelty of heedless pleasantries, destructive power of fear, need for better education and government. The pupil, through such study, sees that accuracy of thinking, exact expression of ideas, mental effort, perseverance under difficulties are necessary for development; that laziness, mental and physical, and the "à peu près" are weaknesses that vitiate all effort.

From the stories of Daudet: *Siège de Berlin* and *Maître Cornille*, comes pleasure in a well-told tale, sympathy with the "grit" of the granddaughter and of the old miller, admiration of fidelity to ideals in Maître Cornille and Colonel Jouve. They relax the tension of the study of Maupassant's more serious work, they serve, by contrast, to bring out the value of the latter writer. Other short stories are read in class or at home for the purpose of comparison, in structure and idea—by Mérimée, by About and an occasional one to show up the "sentimental" story.

Grammar and formal composition too have been worked at in connection with these short stories. In the course of the year there is a systematic review of the matter in Angus' *Résumé of Grammar* and Comfort's *Prose Composition*, or Talbot's is studied. This is the only part of the class work that involves the use of English save an occasional word.

After four months of short story in class, we read *le Livre de Mon Ami*, and this book is a joy to almost every pupil. He appreciates the perfect simplicity of expression, he reflects with France on his own life, his home, his education, the employment of his leisure, social conditions. He wishes to discuss these subjects in class, to write upon them the little papers that we call "original themes". He imbibes the author's ideas on the importance of good home conditions, on the need for a "real" education which involves a knowledge of present day conditions as well as a vital study of the "liberal" subjects for the all-round development of the individual. It is the Class Discussion, as we call it, that makes it possible for the pupil to get a real hold of these ideas,

by reproducing them in detail first, then discussing the best way to sum them up, by choosing the most essential points, by criticism and argument, and in so doing he steadily increases his working vocabulary and develops in accuracy of thought and expression. Each pupil is free to say what he thinks of the ideas of pupils and teacher, and he sees the necessity for impersonality and lack of self-consciousness in discussion. It is these talks with the pupils that enable the teacher to advise more effectively the individual's home reading. The pupil chooses from a list of eighty books, after discussion in class and counsel of teacher and other pupils, who bear in mind the desirability of getting as wide an appreciation of French literature as is possible in the time, the value of the book *per se* and the taste and limitations of the individual. More stress than usual has been laid this year on books that tend to develop the characteristics which we, under pressure of the war, have come to recognize more clearly as necessary for any genuine success. The majority of pupils, if wisely directed in their choice, will acquire the habit of reading French for pleasure and profit and will, by the end of the year, realize that they know too much French to "let it go" and are then ready for suggestions as to future work by themselves, or with other teachers—their French has become a part of their life. The following books are a few of those recommended to, and appreciated by the different pupils:

<i>Author</i>	<i>Book</i>	<i>Subjects</i>
Hugo ²	les Misérables	Need for reform in social conditions; in justice; in the army; in class and sex distinction.
de Vigny	le Cachet rouge	
de Vigny	la Canne de jonc	
Beaumarchais	le Barbier de Séville	
France	Crainquebille	
Brieux	la Robe Rouge	
Brieux	la Femme seule	
Coppée	Fais ce que dois	Duty and honor.
Coppée	Bijoux de la délivrance	
Corneille	le Cid	
Lavedan	Servir	

²Abridged edition of Hugo.

Bazin	les Oberlé	Alsace-Lorraine
Barrès	Colette Baudoche	German or French culture
Hugo	Quatre-vingt-treize	After the French Revolution
Daudet	Robert Helmont	} 1870-71.
Sarcey	Siège de Paris	
Balzac	Eugénie Grandet	} Studies of the French girl and woman.
Renan	Sœur Henriette	
Tinayre	Hellé	
Molière	Femmes savantes	
Brieux	la Française	
Audoux	Marie Claire	
Sand	la Mare au Diable	Studies of the peasant.
Sand	Fadette	
Balzac	Cousin Pons	Fidelity in friendship, the greed of the many.
Balzac	le Père Goriot	Excess of parental love
Hugo	les Travailleurs de la mer	} The sea and the workers on it.
Loti	Pêcheur d'Islande	
Balzac	Eugénie Grandet	} The miser
Molière	l'Avare	
Daudet	Tartarin de Tarascon	} Humor and comedy.
Molière	le Bourgeois Gentilhomme	
Molière	les Précieuses ridicules	
Beaumarchais	le Barbier de Séville	
Capus	Brignol et sa fille	
Bruey	Patelin	
Marivaux	le Jeu de l'amour et du hasard	
Sardou	Pattes de mouche	

The pupil reads at home a minimum of 1200 pages and a maximum that is limited only by his time, desire and ability, so opening

up to the more able pupil an adequate field for his efforts. He talks of his book in class and writes a résumé or critical review of it. The pupils profit thus by the reading of all the members and acquire from the contributions of each other and the teacher's aid, some ideas of the historical and literary movements of the 17th, 18th and 19th centuries.

The study of 25 poems, ranging from the *Spring Rondeau* of Charles d'Orléans to a selection from the *Chanson d'Ève* of van Lerberghe, is made to contribute its quota to the "general idea" of French literature, to give the simple rules of versification and, more important than all, to interest the pupil in French verse. The poems are first read and talked over in class and choice made of those to be learned by heart.

What is gained from class discussion and the "five minute speech" is put down in the ever-present note-book with its divisions of general conversation, literature and history, class-text, grammar and composition, and, from time to time, this matter is reviewed and tabulated in class.

The "five minute speech" is another variety of oral work that develops the pupil's initiative and independence, teaches him to criticize and be criticized impersonally, improves his delivery and correlates his French work with that of other departments, English, History, etc. The pupil chooses a subject from those offered by the teacher or elects one of his own, writes his paper, becomes familiar with the matter and then reads it to the class. Discussion follows as to the ideas, the French and the presentation. Sometimes the paper is first submitted to the teacher for correction, then learned by heart and delivered as a speech. Through this medium the class has gained knowledge of the various types of English work: Socialized English, the Magazines, Journalistic English, Dramatic Art; or ideas from the History class on periods that concern them, Louis XIV, Colbert, French Revolution; or other ideas from such subjects as: "Classic" and "Romantic" in the English class, the Value of Class Discussion in French and other courses, Value of the Imagination, Is the Subject or the Teacher the more Important in our Education, My Leisure and what I Do with it. This work comes in best after the pupil has become at home with the class and has acquired the habit of reciting the poem and reading to the class from the

front of the room. The subject must be one that interests the individual who makes the speech; he is sure to interest the others if he speaks clearly.

This year the time usually given to the detailed reading of a play is being absorbed by discussing matters pertaining to the war and the development of the five minute speech. The outcome of the former up to date is:

1. Money (\$30.00) has been collected, chiefly in the class penny-box, for certain Belgian soldiers whose families are in the Invaded District, and these men have been adopted by the pupils. The adoption means the writing of one good letter at least once a month with postal cards or an occasional gift the other weeks. The correspondence is usually faithfully kept up by the pupil, judging by that carried on by pupils of the preceding year.³

2. The adoption of an orphan by the 40 pupils of my room in addition to their share in the "School orphans". For our orphan \$30.00 has been collected, letter written to the orphan and box of gifts sent.

3. The money, collected in the class penny-box since January, (\$30, so far) is to be sent to the French wounded and there are already numerous volunteers for correspondence with these men, if the workers in Paris, to whom I have written, desire it.

The actual suggestions for the undertaking of such work came from the class and the arrangements for it, in so far as possible, are carried out by them, by individuals chosen by the class. Not only are the pupils doing their "bit" that they are already fit to do, but they are increasing their vocabulary, their interest in the war situation, their ability to help. Letters to and from our people are read by them to the class. The "actuality" of our French work is put beyond question and the pupil enabled to realize the power he had in entering third year and urged to make sure of progress, month by month. From the letters read we have gained a knowledge of certain desirable things: the beauty of orderliness, of courage, of cheerfulness.

I alluded above to the tabulating of our knowledge at intervals and with that might be grouped what we call our statistics.

³The choice of these soldiers was made by Mrs. Mary Paddon, Maryhill, Welcomes Road, Kenley, England, who spent the money for us in Christmas gifts to the soldiers and who would be glad to know of other schools desirous of corresponding with these men of the invaded country.

From these latter, kept by the pupil with regard to the time spent on the different branches of the work, the words per page looked up in dictionary, etc., we have been able to draw certain conclusions—for example: that those pupils who read aloud most faithfully at home make the most progress in pronunciation; that the pupil will work with more concentration after comparing his results with those of a pupil who already has that habit; that the average of nine new words per page in close study is right for the average pupil. At the same time we realize that these statistics as kept by the pupil will not always be exact. By tabulating the knowledge acquired gradually, I mean, for instance, summing up such characteristics as we have found in the writings of the Romantic group, and opposing to these what we know of the classics, or by arranging rules for the study of the class—text and home reading—the result of the wisdom of the class—or, and this one I shall give in detail, the summing up, after three or four months of the factors we have found make for progress in French and, facing these, the qualities that Instructor Blayney's report shows to be necessary for success at Camp Funston.

Progress in the following items insisted upon in the French classes:

*Factors that make for success in
the study of French*

Accuracy of thinking and expression of thought.

Rapidity in thinking and in speech.

Concentration in class and at home in order to acquire the greatest amount of "French" in return for the time given.

Precision of articulation; mouth open, lips flexible, voice agreeable to others as helps to getting "across" one's ideas.

Good bearing; helpful for health, speech, thinking and appearance.

*Factors that make for success in
the training classes for officers
at Camp Funston. (Drawn
from Instructor Blayney's
report).*

Accuracy in thinking and action.

Alertness of mind.

Increase of mental effort.

Good voice for the presentation of ideas; strong, clear voice; mouth open and lips free.

Clear and unequivocal statement.

Good bearing.

Grit—the need to accept

A fair amount of effort will result in the ability to speak French with ease, to understand spoken French, to read for pleasure and profit, in a knowledge of the grammar, of how to direct one self in the study of literature and history. To achieve this one must "play the game", "carry on", one must give and take criticism in an impersonal fashion with less and less of self-consciousness.

criticism without having "his feelings hurt" and to look to the goal, making whatever effort is necessary.

In the French classes, mental and physical laziness, inaccuracy of thought and idea are constantly fought against. In Instructor Blayney's report we find that he notes as the most glaring fault "slouchiness", a mental and physical indifference.

From all of which I conclude that the study of French, pursued in the way described, will materially contribute to the right development of the pupil.

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MANUALS OF FRENCH WITH REFERENCE TO OVERSEAS TRAINING

II

In continuation of the notes which appeared in the March number of this JOURNAL, the writer is now able to discuss a second group of manuals of military French. As previously indicated, information regarding other publications of similar character will be welcomed, with a view to the preparation of a third review in case there should be sufficient additional material to warrant it.

Two small handbooks which have had a wide circulation among men in army camps, are issued by the National Security League and by the Y. M. C. A. The former, entitled *English-French Handbook*,¹ was prepared by Professor C. A. Downer. More than 200,000 copies have been supplied free to men in the national service. After a brief explanation of the pronunciation, there follow words and phrases for ordinary intercourse (pp. 10-47) and classified lists of military terms (pp. 48-63). Three parallel columns give the English, the French equivalent, and the pronunciation, the latter being indicated by phonetic symbols which are easy to read and sufficiently accurate for the purpose. This little book is evidently intended for self-study and reference as well as for use with classes; within its obvious limitations—there is no grammar—it is well adapted for practical use.

The still smaller booklet of the Y. M. C. A.,² said to be more widely used in the camps than any other text-book of French, is the work of a committee of New York teachers. It is intended "simply to give a good start towards hearing, pronouncing, understanding and speaking French." It emphasizes "practice rather than explanation," and assumes on the part of the teacher nothing more than a certain command of the spoken language. In the directions for pronunciation (pp. 15-25) it is fortunate that "near-English equivalents have been shunned as futile and misleading." We note, however, that many Americans give the same sound to the vowel in "pat" and in "calm," here used (p. 17) to explain two

¹*English-French Handbook for the use of United States Soldiers.* New York, National Security League, 31 Pine St.; pp. 64. Price, 10 cents.

²W. L. Hervey and L. A. Wilkins, *Premier Secours: First Aid in learning French.* New York, Association Press, 124 East 28th St., 1917; pp. 120. Price, 20 cents.

different French sounds. Dialogues with the English and French in parallel columns, without indication of pronunciation and without any grammatical information, make up the bulk of the book. Conscientious drill in this material under a competent teacher, according to the model given in the first lesson, would doubtless result in some conversational facility; but it is to be regretted that the editors did not take their task a little more seriously, and give our soldiers credit for a little more earnestness and intelligence. Several of the books already reviewed combine with effective conversational material the elements of grammar. On the other hand, this *First Aid* is too fragmentary, and in many places too trivial, to be of use as a phrase-book or vocabulary. The introduction of a lesson on "locutions familières" is decidedly questionable. As Colonel Willcox says in his *Dictionary* (p. 583; see below), there is only one safe general rule for our officers and men in regard to French slang, especially military slang: avoid it.

The *Military Manual*³ by Mr. Bond and Miss Norman of the University of Texas, grew out of material assembled for use at Fort Bliss, El Paso, in July, 1917; it has already seen service with over 4000 men. Its present form, as Mr. Bond writes, shows the limitations of a local printer; the system of phonetic symbols, for instance, is more or less a makeshift. The heavy-face letters used to indicate the nasal vowels are difficult to distinguish—a disadvantage, by the way, which they share with the italic letters used as symbols of the nasals in the Giese-Cerf and Wilkins-Coleman manuals. Far better, not only because they correspond to the symbols of the International Phonetic Association, but because they are easier to distinguish, are the vowels with a superposed mark like the tilde, used in Professor Downer's Handbook, in the Nitze-Wilkins Handbook of French Phonetics, in C. F. Martin's *Essentials of French Pronunciation* (Boston, Heath, 1918), and in several grammars. The objection to Mr. Bond's symbols is not that they are inaccurate, but simply that they are difficult to read. His warning (p. 9) against pronouncing an *n* or *m* with the nasal vowel is timely, in view of the misleading *ung*, *unh* or *n* with a mark over it, used as symbols in certain books. It should be noted that the English word *pant* would be better than *ant* (p. 8) as an example to explain

³O. F. Bond and H. L. Norman, *Military Manual of Elementary French*, Austin, Texas, Steck, 1918; pp. 79.

the nasal *in*, since *ant* is so often pronounced to rhyme with *haunt* (given here as an example of the nasal *on*). The attitude of the authors of the *Manual* in regard to teaching pronunciation is judicious: sound-symbols are a satisfactory guide only when the sounds themselves are mastered; the learner must first hear and then imitate patiently a correct pronunciation. The simplification is in general not carried too far under the circumstances. It is wrong, however, to pronounce *oui* and *ui* alike, and to sound an *l* in *juillet*. The book is arranged on a different plan from the other manuals; part I consists of 26 lessons, each having a paragraph of French text, exercises for drill, and word-lists headed "Information;" also references to part II, a concise systematic grammar. The book ends with a French-English vocabulary in which the pronunciation is indicated for every word. Since the pages are 8 by 5 inches in size, and closely printed, there is more material than in many books that look larger. Useful military expressions are included. There is, however, altogether too much emphasis on slang expressions, such as *artiflot* for "aviator" and *griller des sèches* for "smoke cigarettes." But the pamphlet has enough good features to merit being reprinted, as the authors propose, in more attractive and permanent form.

*The Soldier's Language Manual*⁴ consists of two parts, evidently first printed in England, and undated. The first part, which is new, contains classified lists of military terms in English, French and German, printed in parallel columns on the right-hand pages, with occasional notes on the left-hand pages, and an English index at the end. The author states that his object is "first and foremost, to suggest to the student the value of thinking from French into German, and *vice versa*." It is safe to say that this object will not appeal very strongly to the average young American; but, like other word-lists, this one may prove useful. The section on aviation (pp. 57-67) makes the extraordinary blunder of translating *avion* as "aviator." The second part, with separate title-page and pagination, is "French self-taught with phonetic pronunciation, by C. A. Thimm, enlarged by T. de Marney." This work of

⁴E. G. A. Beckwith, *The Soldier's Language Manual, military expressions in English, French and German; including a complete course of instruction for learning French*, by C. A. Thimm. Philadelphia, D. McKay; pp. 72 + 120. Price, 50 cents.

uncertain age contains long lists of words with English, French, and the alleged pronunciation in parallel columns, and a few pages of grammar. We are told to call a dog *ung sheeang*; *entendre* is *aungtaungdr*. Equally objectionable in its treatment of the pronunciation is Gallichan's little conversation book,⁵ in which words and phrases thought likely to be useful to soldiers in ordinary intercourse are grouped according to subject; the English having an interlinear French translation and its "pronunciation." The very first sentence, "There is the gangway," is incorrectly translated, for *passavant* does not mean "gangway;" the pronunciation is: "vwa-see ler par-sa-von." *Faim* is to be pronounced "fam." A much better phrase-book is the one by Jean A. Picard,⁶ author of the more technical *Military Manual* previously noticed. The words and phrases are arranged to meet the ordinary requirements of the American soldier, who, as Picard points out, will as a rule need to use French when at the rear rather than when on active duty in the ranks. If the grammar and pronunciation were to be mentioned at all, they might have received fuller treatment. Another phrase-book is issued for free distribution as an advertisement of a well-known tooth-paste.⁷ Rules are given for forming German sounds, but not for French; the phrases are well selected, but the value of the indications of pronunciation may be judged from: "mo-ance" for *moins*, "jay fraud" for *j'ai froid*, "av-vay voo voo" for *avez-vous vu*.

Excellent for its vocabularies of military terms and other technical information is the *Vade-mecum* of Eugène Plumon.⁸ It was originally written in 1914 for the use of interpreters with the British forces in France; in the edition printed in America the portion relating specifically to the British army organization is

⁵W. M. Gallichan, *The Soldier's English and French Conversation Book*. Philadelphia, Lippincott, 1917; pp. 128. Price, 35 cents.

⁶Jean A. Picard, *Cortina French-English Soldier's Handbook*. New York, Cortina Academy of Languages, 1917; pp. 95. Price, 50 cents. The same author has also published a *Cortina French-English Red Cross Instructor* (price, 50 cents) and a *Cortina French-English Military Dictionary* (price, 35 cents.)

⁷F. N. Maude and F. Scudamore, "Parley voo booklet," practical French and German phrases and how to pronounce them. New Haven, The Kolynos Co.; pp. 39.

⁸Eugène Plumon, *Vade-mecum for Officers and Interpreters in the present campaign; French and English technical and military terms*. New and revised edition. Paris and London, Hachette; New York, Brentano's, 1917; pp. 164. Price, 75 cents.

omitted, and the number of pages, 233 in the fourth English edition is thus reduced to 164. A working knowledge of French is assumed.⁸ Special vocabularies are given in the order in which they will be needed from the landing in France to the camp and the battlefield, with attention to every aspect of military life, such as organization of the army, reading of maps, equipment, transportation, supply, medical service, German phrases for questioning prisoners, etc. A vast amount of information is given in compact form.

A book⁹ which attracts notice first by the profusion of red ink and empty spaces, and secondly on account of the extravagant claims put forth by the publishers, is the *Oral French Method* of Mlle. Alice Blum.⁹ What ordinary academic methods require years to teach, this method is said to impart in a short time. The author has had twenty years' experience in teaching French to Americans, and during the last year is said to have instructed hundreds of our soldiers with such effect that they readily pass as born Frenchmen. French, according to her preface, is "the most logical of languages," but logic is not a quality of her book. Doubtless with a class her enthusiasm, evident even on the printed page, would be contagious, and her originality would make a strong impression; but it is a question whether other teachers could succeed with this method. The naïveté of the book is disconcerting; it has errors and inconsistencies, and leaves much to be supplied and explained by the teacher. Nevertheless, it is interesting in many ways. Its aim may be conservatively stated as an attempt to give confidence in pronouncing French words and in forming phrases. It is in no sense a grammar. It treats French spelling to some extent, but is fragmentary and disjointed, paying no attention to connected reading. The fundamental principle is apparently to have the class in chorus imitate the words uttered by the teacher, "with the joy and pride of exteriorizing at once the new thought." Under this unfortunate expression is concealed a useful idea. Many teachers may consider with profit some of the devices used for concentrating the mind of the student on certain definite points. Other devices are too individual for general use. For instance, the vowels "incorrectly called nasal" (p. 3) are here nicknamed "down-

⁹Alice Blum, *Oral French Method*, New York, G. H. Doran Co., [1917]; pp. xiv, 337, with Supplement, pp. 32. Price, \$2.

stair-sounds," on the ground that they come from the abdomen, and later (p. 24) they are called consonant-sounds. All other vowels are "up-stair sounds." The six syllables *ba be bé bi bo bu* are to be intoned as half of an alexandrine (the *bu* being printed in red to indicate the *césure*, i. e. emphasis!). *Bou* and *boi* are added as "outsiders" (pp. 17-9, 64). An excellent device is used to indicate silent consonants—a red line printed obliquely across the letter. In fact, the two colors of ink are made use of in various ingenious ways. Extremely good are the photographs showing the position of the lips in pronouncing different sounds. A large vocabulary is employed, with much repetition and drill. A serious fault is the total omission of the pronouns and verb-forms of the second person singular, very frequently used, of course, in the army. While intended for soldiers, the book is not in the least military; but the Supplement gives alternative lists of military words to be used instead of certain pages. It also includes some Parisian slang, which "every American may use but must understand," e. g. *raseur*, "stick in the mud." For *midinette*, "young working-girl," this remarkable etymology is given: "midi = noon; dinette = sham-dinner." This Supplement is even more profuse than the main book in blank spaces; both could have been printed in a fourth of the space. At present the book is unnecessarily bulky.

As a reminder that we have not been in the war so long as some others, comes *The Canadian Soldier's Manual*,¹⁰ published in 1915 in Toronto. It is divided into three parts, French pronunciation and grammar, pp. 1-18; German pronunciation and grammar, pp. 19-41; Vocabulary, pp. 42-78,—arranged alphabetically in English with French and German equivalents. The explanations are clear and accurate. Useful phrases are given. It is noticeable that more space is given to German than to French.

*At West Point*¹ by two of the professors in the Military Academy consists of a French text in short sections, with questions in French and in English and composition exercises. Grammatical rules are suggested without being explained. The book is not intended for beginners; it is adapted for grammar review, conversational prac-

¹⁰*The Canadian Soldier's Manual for French and German.* Prepared by Professors of the University of Toronto. Toronto, Camp Chaplain's Office, [1915]; pp. 78. Price, 25 cents.

¹C. F. Martin and G. M. Russell, *At West Point. A practical course in speaking and writing French.* Boston, Heath, pp. vii, 242. Price, \$1.40.

tice and composition. The text gives a continuous account of the experiences of two cadets at West Point; it will arouse interest in all classes of students by the information given about military training. The two vocabularies are carefully made. Several illustrations add to the attractive appearance of the book. For reading-matter dealing with military affairs, two little volumes in the *Oxford French Plain Texts* may be cordially recommended. They are printed without notes or vocabulary. Advanced classes may turn to the series *Ecrivains Français pendant la Guerre*, published by the Librairie Larousse, and handled in this country by the Oxford University Press.² Particularly interesting are the selections from writings of Ernest Lavisse and Maurice Barrès³ dealing with various aspects of the war.

There remain to be mentioned the dictionaries. Of foremost importance is the *French-English Military Technical Dictionary* by Colonel Willcox,⁴ a book which should be available not only in every camp, but in every college and public library. First published by the War Department in 1899, it had of course become out of date by reason of the recent development of military science, and in particular of aviation. In 1917 it seemed best, however, to reprint the original work, of 492 closely printed double-column pages, and to add a supplement, rather than take the time necessary to incorporate the new material in the body of the book. The supplement consists of over 80 pages, and of course some slight inconvenience results from this arrangement. After the Government had issued the new edition in the fall of 1917, the publication of the *Dictionary* in the regular book-trade was taken over by the firm of Harper & Brothers, and two more pages of errata and addenda were added. This work is not only authoritative for strictly military information, but useful for other purposes as well, since it includes much that is not exclusively military. The defini-

²Franc-Nohain and Delay, *Extraits de l'histoire anecdotique de la guerre*. Selected and edited by C. H. Clarke. (1) *Paris menacé, Paris sauvé*; pp. 48. (2) *L'Armée française sur le front*; pp. 48. Oxford University Press, 1917. Price each, 20 cents.

³(1) E. Lavisse, *Pages choisies*. Préface de C. Pfister; pp. 122. (2) M. Barrès, *Pages choisies*. Préface de F. Baldensperger; pp. 149. Price each, 25 cents in paper, 75 cents in cloth.

⁴C. De W. Willcox, *A French-English Military Technical Dictionary with a supplement containing recent military and technical terms*. New York, Harper & [1917]; pp. xv, 584. Price, \$4.

tions are accurate and inclusive, and cover phrases as well as single words. The pronunciation is not indicated. The lists of abbreviations are convenient but not complete (e. g. the following are not found: C. I. D., D. T. M. A., R. V. F., S. S. A.). It is worth while to quote from the preface these words: "With French alone an officer can keep abreast of his profession almost as well as though he had at his command all the other foreign languages whose military literatures are important in a professional point of view."

On a much smaller scale, the *Soldier's Service Dictionary*⁵ bound in khaki and of a convenient size for the pocket, may be recommended as an English-French vocabulary. It contains some 10,000 military and conversational words alphabetically arranged and carefully defined, and will unquestionably prove extremely useful in enabling our troops to express themselves in French, provided they already have some knowledge of the language; indeed, it could be used even without any conversational ability, by pointing out words and phrases as needed. The pronunciation is indicated by an accurate system of phonetics. A few grammatical notes are appended.

The *Glossary of Aviation Terms*,⁶ by two expert aviators, one French and one American, is simply what its name indicates, a series of word-lists, English-French and French-English, without explanation. The numerous diagrams of aeroplanes and their parts, with terminology in both languages, will evidently be useful even without regard to the language element. The book will certainly facilitate intercourse between aviators and mechanics speaking different languages.

In conclusion, the writer desires to express his hearty agreement with the views of Professor Downer in his excellent article in the March number of this JOURNAL.

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⁵Frank H. Vizetelly, *The Soldier's Service Dictionary of English and French Terms*, New York, Funk & Wagnalls, 1917; pp. xii, 188. Price, \$1.

⁶Victor W. Pagé and Paul Montariol, *Glossary of Aviation Terms*. New York N. W. Henley Publishing Co., 1917; pp. 94. Price, \$1.

CHOOSING A GRAMMAR FOR BEGINNERS

Perhaps no more puzzling question confronts the modern language teacher of small experience than that of choosing a beginning text from among the great number and variety now available. Even if the principles that should govern such a choice have been carefully thought out, the representations of agents from the various book firms, with their formidable array of testimonials and talking-points, often lead to a result that proves far from desirable. Through undue emphasis placed upon some excellence of a minor nature, serious faults are perhaps covered up, and frequently some novelty or hobby of the author's is permitted to have far more weight than its actual teaching value would at all justify. The following paragraphs are intended to assist teachers in both colleges and secondary schools to keep a balanced judgment in comparing and passing upon the teaching merits of first-year texts. It is to be hoped that the applicability of these principles will be sufficiently general to be of help to a teacher of any modern language.

In the first place, the age of the learners, the length of the course, and the ability of the teacher must here, as in the choice of a general method, be the first consideration. A book in which the appeal is chiefly to the analytical, reasoning power of the mind is unsuited to young high-school pupils, while one with very extensive inductive apparatus is out of place in rapid college instruction. There ought to be a differentiation between the needs of a four-year high-school course and those of a two-year course, rather avoiding for the latter the fullness and broadness of presentation that is desirable for the former. Teachers of scant experience or preparation may find it advisable not to use texts of extreme types, even though these be highly recommended, until their own teaching practice has become more firmly established. With reference to any of these matters the statements of prefaces unfortunately cannot always be trusted. Authors seem reluctant to limit themselves specifically to a particular grade of work. There are notable exceptions to this, to be sure, but there is no safety except in examining the material itself, to see whether it is adapted to the particular needs under consideration. One has a right to look askance at the book whose

author claims for it equal adaptability to high school or college, direct or indirect method.¹

In the second place, one must decide whether one wishes to use an inductive or deductive plan of presentation. The first essential here is to understand the real meaning of induction. To be actually inductive the illustrative materials must *precede* the statements of theoretical grammar, and must be extensive enough to form a reasonable foundation for the development of these rules. One example is not sufficient. It is well to be on one's guard, also, against the purely deductive type of book which masquerades among its truly inductive fellows in a foreign-language costume, and by merely talking *about* grammar in a foreign tongue, often manages to deceive its author, as well as the inquiring teacher. For high-school classes a deductive type seems scarcely to be recommended; for college classes such a book frequently appears desirable, supplemented by the somewhat extensive use of additional reading material. At any rate, the teacher must be conscious of which type he wants, and must examine texts with that in view.

In the third place, especially if a book of inductive type is chosen, the nature and quantity of the illustrative reading material must receive careful attention. One must ask oneself questions like the following: Does this material combine naturalness of style or expression with an abundance of illustrations for the grammar points involved? Is it sufficient in quantity without planning to use a reader in addition, or must other reading material be provided? Is it narrative, descriptive, or dialogue, and what effect will this have upon its availability for question and answer work? (Dialogue usually proves to be quite unsuited to such

¹At this point attention may be called to the utter futility, even foolishness of asking any one to name "the best beginning text." There is no such thing, unless at the same time the conditions are specified under which the book is to be employed. Therein lies the fallacy, to my mind, of state adoptions of a single text for all high-schools, whatever other advantages such a system may have. Within a single school-system the shifting of pupils from one semester or year to the next may make it imperative to have a uniform text, but with the large number of very good books now to be had there can be little excuse for an attempt to impose any one of them upon all conditions of teachers and schools existing in a whole state. Instructors of teachers' courses, no matter how much they may desire to give definite help to their inexperienced charges, must also be on their guard against an unfair dogmatism in their recommendation of texts.

a drill exercise.) Even if, in the beginning, it deals with the universal facts and vocabulary of everyday life, does it later on introduce the desirable amount of reference either to the external features (street, country, home, business, government, etc.) or to the spiritual elements (biography, mythology, folk-lore, traditions, literature, etc.) of the life of the foreign nation? Is it suited in grade of difficulty and in content to the minds of the learners who are to use it? These questions must be answered before one is ready to judge with any degree of accuracy this section of a text, a section, moreover, which plays an extremely important role in elementary instruction if one wishes to use even a slightly reform method.

In the fourth place, and to my mind more important than any other one element, the exercises naturally suggest themselves for examination. In spite of the fact that preparing numerous supplementary exercises and communicating them to the class is a most laborious and time-consuming operation for the teacher, it is only within recent years that authors of beginning texts have thought it necessary to provide anything more than a few questions and a few English sentences for retranslation. But there is now no reason why a teacher should choose a book that does not have an abundance of suggestive exercises in connection with each lesson. One is interested to know whether these exercises are merely hints as to what can be done, or whether the material actually is given with which to work. Is there sufficient variety, not only within the lesson, but also from lesson to lesson: questions, question-forming, blank-filling, mutation exercises of all sorts, conjugation and declension by sentences, word-series for sentence-forming, word-formation, suggestions for games, retranslation exercises, etc.? Can some of the exercises be omitted without interfering with the vocabulary development? Do the exercises given suggest others if more are desired? Are directions given in English or the foreign tongue? All of these things must be carefully weighed if the teacher is desirous of sparing himself the trouble later of inventing large quantities of such material for class use.

When we come, in the fifth place, to consider the grammar statements, the first thing that must be decided is whether we want them in English or the foreign language. An otherwise excellent book would be spoiled for many conservative teachers

if the grammar rules were in the foreign tongue. This question once decided (and this is not the place to discuss its *pros* and *cons* further), we may proceed to examine the statements as to whether they are concise or not, whether they deal only with what we consider essential for our classes to have, omitting non-essentials entirely or relegating them to a synopsis in the appendix. If we are going to use the book in a long course, we need to inquire whether it has grammar in sufficient quantity and in proper arrangement for use as reference in the later years, thus avoiding the expense of a separate reference grammar. With this in view, has it a good index and list of strong or irregular verbs? Is the material within each lesson correlated, or is there too much fragmentation, leading to weakened emphasis on essentials and to loss of grammatical perspective? Is the terminology free from unjustifiable innovations? Are the topics of grammar introduced in some logical order, not causing the mind of the learner to take sudden leaps? Is sufficient use made of the knowledge of English that the pupil should already have?

In the sixth place, one must consider the size and quality of the vocabulary. An essential of a good beginning book is that it shall not have too long a vocabulary, probably about an average of 1200 words for German, somewhat more for French or Spanish. These should be usual words and should be good as a basis both for oral use of the language and the later reading of literature. Possibilities of division, as far as class drill is concerned, into active and passive vocabularies need consideration, i.e., those words that a student must be able to *use at will*, and those that he must be able merely to *recognize* when they are used by others.

In addition to these six specific features of a book, with reference to which any examination that deserves the name must be conducted, there are various other points that may prove decisive under certain conditions. Do the length and number of the lessons permit of the completion of the text within the time available? Are the special vocabularies for each lesson so arranged with reference to the other divisions of the lesson that they encourage the pupil to think, and really learn his words, or do they make it so easy for him to look up the words that he would rather do it repeatedly than learn them? If there is help given on pronunciation, is it of the old stereotyped variety occupying a few pages in the front or back of the book, or are there really helpful exer-

cises, scattered through several lessons? Are there pictures, well reproduced, interesting in content, and useful? Are printing and binding attractive? Has the book unnecessary frills, adding bulk and expense? Is there a map? What is the price?

After examining several texts with reference to these various points, it is necessary in some way to give them a relative rating. The writer has found the following score-sheet of service, not only in making his own decisions, but particularly in training a class of college seniors in the art and science of deciding on the merits of texts. It must be reiterated that the sheet is of little use until *after* the examination of several books, unless it might be for a teacher already familiar with a large number of texts, which give him a basis for comparison. Some teachers may disagree with the relative percentage values assigned to the various features, but it scarcely seems too much emphasis on the first three points to let two-thirds of the decision rest upon them. Any of the minor elements, if extremely bad, might make it undesirable to use the book even if the major features ranked very high, but no book should be chosen on account of a high rating in the minor points when the major percentage is very low. Under the "Remarks" such points could be noted as do not lend themselves readily to evaluation in the percentage columns, such as, e.g., whether the grammar statements are in English or not; whether there is an index and a list of verbs; nature of illustrations; whether the grammar is scattered throughout the book or collected in a single section; whether the presentation is inductive or deductive, etc., etc. While the results of such a scoring are not absolute, as indicated above, and while the rank-one book may not be the one a teacher will finally choose, still the use of such a device will systematize in a desirable way, I am sure, many of the haphazard efforts that are now being made to justify the choice of some certain book. It makes it easy for a teacher to see just why he does or does not want to use a text. That such graphic, concrete assistance is frequently needed, the writer's own experience, both in actual school work and in teacher training, has taught him abundantly. It is because of this experience that he has had the courage to offer this paper as a slight contribution to a difficult question which has been rather too much avoided heretofore.

J. D. DEIHL.

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						Name of Book
						College or High School
						Additional Reading Necessary?
						Approximate % Direct Principle
						Illustrative Reading 20%
						Exercises 30%
						Theoretical Grammar Statements 15%
						Length in Relation to Course 7%
						Logic and clearness of arrangement 8%
						Vocabulary 10%
						Treatment of Pronunciation 5%
						Illustrations; Makeup; Price 5%
						Total % 100%
						Rank
						Remarks

REVIEWS

Spanish Reader of South American History. Edited with notes, exercises, and vocabulary by Edward Watson Supple. New York, The Macmillan Company, 1917. xi + 375 pp. \$1.00.

Elementary Spanish-American Reader. Edited with exercises, notes, and vocabulary by Frederick Bliss Luquiens. New York, The Macmillan Company, 1917. xi + 224 pp. 90 cents.

The Macmillan Spanish Series, under the editorial supervision of Professor Luquiens, is one of the earliest of the pioneer undertakings directed toward spreading knowledge about Latin America in our schools. It aims at something broader than instruction in the Spanish language.

Mr. Supple's *Spanish Reader of South American History* was the first of the texts above-mentioned to appear. It presents some of the grand moments and deciding factors in South American history in the form of extracts from competent Spanish-American historians, such as Mitre, Vicuña Mackenna, and Fortoul. These selections constitute a volume agreeably varied in style, tinged with the sentiments of Latin-American authors ranging from Mexico to the Argentine, and reflecting high credit on the historical abilities of Spanish-Americans.

The text is marked by scholarly thoroughness. Errors and misprints are few (cf. *les* for *le*, p. 25, l.16: *ellos* for *sí*, p. 39, l.18: *n* for *no*, p. 94, l.26: *tan* for *tal*, p. 230, l.7), and some of them appeared in the originals. The use or omission of the comma between the last word and the preceding word in a series is not uniform even with the same selection (cf. p. 96, l.29 and p. 97, l.11). These items, however, are of small moment and in no wise detract from the excellence of the book.

What is serious is that the notes are often inadequate, the vocabulary once or twice lacking in the special meaning required for a word in the text (thus, "*hilo*, thread, wire, string" does not apply to *les hizo dar hilo*, p. 119, l.2), and the reading at times undeniably stiff for young readers and even for college students who have not an intimate command of Spanish and a host of local Latin-American associations.

The pedagogical apparatus is to be commended. The oral and composition exercises afford needed repetition for the extensive vocabulary employed. The footnotes in Spanish are something of an innovation and will, with advanced classes, serve a useful purpose. Some of them, nevertheless, are too long (cf. p. 89 and pp. 252-254).

As a history reader, the book probably suffers through its length. Criticism may also have to be made of the chapter on Panama, which appears to be an afterthought and increases the bulk of the text. Under ordinary conditions, one hundred pages of purely historical matter are ample for language classes, and the *Anabasis* style will, for the present, prove more suitable than the Thucydidean, which portions of this reader resemble. In a language book, the teaching of the language must take precedence over everything else.

Advanced classes in Spanish and in Latin-American history will find Mr. Supple's reader informative and useful.

The charm of Latin-America permeates Professor Luquiens' *Elementary Spanish-American Reader*. With its admirable illustrations and its skillful selection of high spots of romance and fact in Latin-American civilization, it will unquestionably incline the sympathies of our students toward our southern neighbors.

The book falls roughly into three parts: history, sentiment, and folk-lore. Of these, perhaps the group of selections portraying Spanish-American sentiment,—e.g., the "Paralelo entre Washington y Bolívar", "Un Niño que no sabía qué cosa era la Patria", "Tres Amores",—will most effectively grip young America. But the other divisions, short and telling,—as they rightly ought to be,—do not allow the attention of the student to flag.

The text has been judiciously planned. Not long enough to tire, it is just long enough to leave a salutary and much-needed impression and eagerness for more.

As in Mr. Supple's history reader, informational footnotes in Spanish and exercises for oral drill and composition heighten the practical character of the book. Since the text itself is short, there is no reason why all the various teaching devices should not be taken advantage of from day to day. The reading selections are in a sense made the nucleus for a careful training in fundamental Spanish: and this is as it should be.

From the pedagogical viewpoint, the grammatical notes are the most interesting features of the reader. They are so exhaustive and, in many instances, so elementary that very little grammatical study need be presupposed. Through them and the vocabulary, the text tends more than ordinarily toward the interlinear. No dispraise is here intended. The question is merely suggested as to whether anything more than repetition is required in the teaching of languages,—personality, of course, being taken for granted,—and whether language pedagogy should not really be the science of concealing repetition.

Professor Luquiens' grammatical notes perform another function. They not only explain, but they drive home principles by demanding close observation. Faithfully used, they become a steady review of grammar.

There is little to which one can take exception beyond the length of the vocabulary within such small compass and its frequent difficulty in a beginning text,—inconveniences nearly impossible to avoid unless books are "manufactured." Many of the oral questions requiring simply "sí, señor" or "no, señor" as an answer will be objected to by some teachers. The emphasis on the subjunctive, while valuable, may seem to stress too much a phase of grammar by no means as formidable as it is sometimes made. On p. 75, l. 2, there is a typographical omission in the word "Santiago", and the accent has been omitted on the word "Lucía" in the running title on p. 71 and on "cómo" on p. 82, l. 2. The explanation on p. 102 of "15,000,000 de habitantes" might well have been completed by a sentence on the omission of "de" after "millones" not in round numbers; note 11 on p. 104 on "e" might have mentioned, in addition, that "e" is not used before "hie", and note 10 on p. 108 might have stated that "aun" is often accented when it means "yet", even

if it precedes the word it modifies,—details commonly left untouched in grammars. The impression as to the number of Italians, etc., in the Argentine (p. 13, l. 15 ff.) might have been clarified by a footnote.

In these days of preparation for more familiar relations with Spanish-America, books like the *Elementary Spanish-American Reader* render an inestimable cultural and social service.

J. WARSHAW.

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Living French: A New Course in Reading, Writing, and Speaking the French Language. Richard T. Holbrook. Ginn & Co. 1917. xvii + 480 pp. \$1.40.

The appearance of this volume is an event of great importance to teachers and students of French. It will be welcomed especially by readers of *Gobseck* in Dr. Holbrook's edition (Oxford French series, 1913), in the notes of which were manifested the competence of the editor as a grammarian (particularly in his comments on the verb), and—that rare thing in an editor—his vigorous personality. In the present work neither of these two characteristics is less prominent. The book is evidently the result of much thought, of the accumulation throughout a long period of apposite examples and illustrative passages, of close acquaintance with the older periods of the French language, of a keen curiosity about language, in itself and as a reflex of men's mental operations; and abounds in evidence of the author's very decided views on various aspects of the French tongue and how to learn it. From the fifth sentence in the preface—"If after all my efforts to avoid them, this book still contains misprints, or errors about which *no jury of competent Frenchmen could disagree*" (italics not author's) "correction will be made gratefully" (p. v), to the last item in the index—"Zola, Emile"—, the book has individuality, particularly in the presentation of the subject matter. "Qu'on ne dise pas que je n'ai rien dit de nouveau", says Pascal; "la disposition des matières est nouvelle".

Dr. Holbrook's scholarship is both sound and acute in statements of linguistic phenomena. Nor can there be anything but praise for the extreme care and the excellent workmanship that make the volume so pleasing physically and so free from printer's errors.¹ The use of the bold faced type for French words and phrases, in contrast to that used for the English text, is a capital device; the vocabularies and the index seem to be models of fullness and precision.²

The book is marked by several general features which at once attract

¹Are not these misprints? "M. Bergeret speaks to him and keeps him (*lui*) warm (p. 45 Exercise 15); "By adding to any of the thirty simple forms in §§ 108-109 a suitable past participle. . . . we get thirty compound forms in which the past participle always keeps its simplest form unless preceded by a plural or feminine accusative object." (p. 97) there are thirty forms of *avoir* in § 108 alone, and § 109 has an equal number of forms of *être*.

The reference in the index to § 268, *a, note*, under the heading: "Numbers: formation, sounds, syntax," is surprising.

²*Argot* (p. 78) is lacking in the vocabulary. The reviewer finds no indication for the translation of "whose" in "The lady in whose house. . ." (p. 102, 4). Cf. § 118.

attention. Let us mention some of them, in the probable order in which they would be observed.

The first lessons begins with a brief extract from Anatole France, *les Pensées de Riquet*, accompanied by phonetic notation and a translation, which is continued in Lessons II-V—perhaps a little more than a page of text altogether; Lessons VIII and IX contain short passages from *Ma Sœur Henriette* of Renan, with translation; lessons XI, XII, and XIII give anecdotes with translation, and, in one case, phonetic notation of the passage. Then come paragraphs with translation, from Zola, *le Rêve* (XIV), from Nisard, *Histoire de la littérature française* (XVII); next (XXIII) a longer extract from G. Paris, *Le Langage* (Preface to Clédât's grammar), which is continued in XLIV, XLVI. In addition, there are extracts from comedies, and numerous illustrative passages and exercises, composed or adapted by the writer. We are far here from the ideal of a "practical" vocabulary so apparent in the conception of most lesson books today. The words *class*, *classroom*, *blackboard*, *chalk*, are not in the vocabulary, and *teacher* is not found before p. 276. Though there are passages containing concrete words (see especially p. 162), the character of the selections in general, hence of the vocabulary, is noticeably literary and abstract.

With Lesson VII the reader enters on a more thoroughgoing discussion of tenses than is to be found in any introductory French grammar, continuing for seven chapters (vii, viii, xi-xv). In these the author insists on the distinction that should be drawn between a form and its function, and treats most intelligently the uses of the forms for the past tenses (See §§ 59, 62, 65, 67, 70, 71, 397, a, 398, e.). The reader soon perceives that Dr. Holbrook correctly regards the whole matter of the verb as of prime importance. Eight chapters are devoted to the subjunctive (xxxiv to xli), five to the infinitive (xlii-xlvii), five to the participles (xlviili-lii), and fifty-two pages of Part II are taken up with forms of regular and irregular verbs—in all, slightly over half the book (exclusive of phonetic introduction and vocabularies).

Another feature, as has been remarked, is the unusually large number of highly idiomatic locutions and pertinent illustrative sentences or passages to be found on almost every page. Among the last may be mentioned those illustrating futurity (§§ 85, 88), the use of the conditional form (§§ 96, 101), of relative pronouns (§ 113), of the imperative (§ 201), of personal pronouns (§ 286). It is evident that the author has had but to draw on his rich store of notes and observations to exemplify most current linguistic phenomena. Certainly this will prove to be neither the least interesting nor the least useful contribution made by the volume to the study of living French, especially for teachers and scholars.

In addition, the reader finds fuller and more authoritative treatments of several topics than are to be found in other school grammars. Here, besides all questions relating to the verb, may be mentioned the discussion of relative pronouns³ (§§ 113-142), of *quel* (§ 155), of *que* as neuter interrogative (§§ 146-148), of indefinite pronouns and adjectives (§§ 170-186), of adjective position

³The type "Le monsieur au fils duquel nous avons parlé tout à l'heure", is not mentioned in the text, (Cf. p. 102, iv, 4).

(§§ 341-351), of negation (§§ 365-380). On the other hand, he must admit a sense of disappointment at the insufficient chapter on linking (pp. 31-33); at the absence of a table of cardinal numerals with phonetic notation⁴, for which he would gladly sacrifice the page on arithmetical operations (p. 317); at the author's failure to provide lists showing infinitive usage after common verbs, and to indicate phonetically the pronunciation of the words in the French-English vocabulary. This, despite full recognition of the unusually ample vocabularies—fifty-one entries under *de*, for example, and fifteen under *faire*—, and of the author's interest in pronunciation, as manifested by his solution of difficulties on almost every page of the text.

Since, however, a book of this type is after all, intended chiefly for classroom use, it will be considered here primarily from that point of view.

The volume contains Part I of seventy-seven Lessons or Chapters, and Part II of sixty-three pages, devoted to verbs (regular and irregular) and to observations on the gender and number of nouns—four hundred and four pages, exclusive of the vocabularies.

Part I is preceded by a Statement to the Teacher (6 pp.) and begins with a treatment of pronunciation from the phonetic standpoint (31 pp.), the author holding that an accurate realization of speech sounds is the foundation of all linguistic studies (p. xii). Since, however, he has purposely abstained from giving word lists with phonetic notation for each lesson, and since pronunciation is not indicated in the vocabularies, beginners must rely on the instructor for the pronunciation of most of the words, despite the attention paid in the text to numerous special difficulties.

Certain details of the chapter on pronunciation call for a little comment. It is almost sure that beginners would follow more easily the description of the organs of speech (pp. 4-5) and of the vowels (p. 11) if aided by pictures to visualize the functions of the organs and the points of utterance. It is highly probable, in fact, that they will not greatly profit by this exposition unless guided by a competent phonetician. For example, if they endeavor to isolate completely, t, k, l, etc. from all vowel sounds (p. 6); to distinguish between close and open vowels (p. 9) after the mention in § 3, c; to use the terminology 'plosive', 'fricative', 'continuant' (p. 17) after the explanation in § 3, b; to understand the nature of weak vowels (p. 14), of which no further account is taken in the text; to form [R] by the "vibration of the uvula against the back of the tongue" (p. 20)⁵ to comprehend readily 'oxytonic'; 'paroxytonic', 'proparoxytonic', and the whole discussion of Stress (pp. 25-27) —, they will succeed only after much explanation and simplification by an instructor who knows a good deal about phonetics.⁶

⁴The note on p. 315 is not clear to the reviewer; is it not permissible to say "*en mil neuf cent dix-huit*"?

⁵Compare Passy, *Sons du français*, 7th ed. p. 98, but contrast Nicholson, *Introduction to French Phonetics*, London, 1909, p. 66.

After referring the reader to Passy (p. xii), Dr. Holbrook remarks: ". . . it is assumed that standard French employs the uvular r [R]." Passy (7th edition, p. 90) says: "En somme je crois que c'est le son ([r]) employé par la grande majorité des Français, surtout hommes—. Au point de vue de l'enseignement aux étrangers, il est indifférent de faire prononcer [r] ou [R] en parlant français—"

⁶It is puzzling to be told that [ɔ] is "approximated by the vowel of *hub* (American pronunciation), and a little nearer to the vowel of *cord*" (p. 12, d). Surely the first comparison

Dr. Holbrook's remark, "We can best learn how to link by carefully observing how educated French people speak in every day conversation, but something can be learned also from phonetic transcriptions. . . . , and a few statements of general principles should be useful" (p. 31), is eminently just. The reviewer, however, would go further and say that since it is manifestly impossible for beginners to profit by conversation with French people, they can be helped immensely by phonetic transcriptions and by a half dozen or so precise statements of the chief cases in which linking occurs.⁷ Most school texts show no evidence that their authors are aware of the possibility of offering any specific suggestions in more than two or three cases of *liaison*, and every teacher realizes the utter inadequacy of the directions that nearly all the lesson books give. One would expect Dr. Holbrook's treatment to be fuller and more precise than it is.

On the whole, these pages on pronunciation are too difficult for beginners, and the discussions belong to a first book in French rather because of their brevity than because of their simplicity.

In his Statement to the Teacher the author says, "For students not yet in college most of the seventy-seven Lessons will be too long; but shorter assignments are possible. Thus Lesson I may be cut in two at 38, . . . etc. In colleges or universities approximately one year's work should suffice for the whole book" (p. xvii). Most teachers of beginning classes, alike in secondary schools and in colleges, have come to believe that it is inadvisable to crowd the early lessons with material, especially if an appreciable amount of time is to be spent on oral work. The wide popularity of texts of the type of the Fraser and Squair and Chardenal books is largely due to the fact that, whatever be their defects, they are arranged with the student's capabilities in mind, rather than on the basis of all that it would be desirable to have him learn. Thus, in the appraisal of a new first book in language it is not utterly stupid to count up what the pupil is expected to acquire in a given number of lessons and to test the feasibility of the plan by a comparison with the classroom experience of a group of beginners.

The first chapter of *Living French* contains facts in regard to: definite article (sing. and pl.), indefinite article, generic noun, gender and number of nouns (including *animaux*), *des* as plural of *un* and meaning 'some', present indicative of *avoir*, personal subject pronouns, interrogation with *est-ce-que*,

is misleading in the majority of cases despite the presence of the bilabial, and suggestions for lip-rounding are a necessary part of the directions for making this sound.

The experiment suggested on (p. 12, e) yields the opposite of the result indicated in the text. If the position be taken for [a] and the resonance chamber be enlarged by placing the hollowed palm loosely over the mouth, the result is [a].

A contrast between French and English position in the pronunciation of [t, d, n] would have been helpful (pp. 18, 19.)

The paragraph on *l mouillée* is superfluous since that sound is "wholly obsolete in Northern France" (p. 20).

The remarks on Intonation (p. 27) are too indefinite to do more than point out that differences exist between the intonation of French and of English. The directions for punctuation are rather lost in the chapter on Breath-groups (p. 30).

Definite references for the "easy and useful experiments" spoken of on page 30 might be of value to teachers.

⁷Cf. for full discussions, Nicholson, *op. cit.*, pp. 78-113; Martinon, *Comment on prononce le français*, Paris, 1913, pp. 355-392.

and sixty French words, of which about forty-three are utilized in the English-French exercises (p. 38). The second chapter deals with the present forms of *être*, *trouver*, *priver*, *parler*, *se priver*, *s'approcher*, the direct and indirect object pronouns, 'proclitic',—a total of forty-four verb and pronoun forms; negation with *ne*; and forty new words. In each of chapters 1-5 we find an average of fifty-two new French words. Chapters 3-10 treat or involve some knowledge of the following topics:

III. *de* and *à* plus article, partitive, present of *offrir*, *tout ce que*, *ces*, *ceux*, your, his.

IV. generic article, omission after quantitative words, predicate noun with and without article, *qui? quel? où? parle-t-il?* (explanation of *l*), *est-ce que*, *mangé-je*, *parlé-je*, adjectives in *e*, relative *qui* (in exercise).

V. Partitive before adjective, adverbially, negatively; possessive adjective (all forms); *mon* before feminines; agreement; *ne. . pas*; *celle-là*; feminine of adjective.

VI. Comparison (cf. § 55, note 2): adjectives (with *plus*, *moins*, *aussi*, *comme*), synthetic comparison (*meilleur*, *moindre*, *pire*), comparison of thing with itself; adverbs: *peu*, *souvent*, *de plus en plus vite*, *plus. . plus* = the more. . . the more, *mieux*, *moins*, *bien pis*, *plus mal*, *le mieux connu*. Possessive pronouns. Interrogation: word order with noun or demonstrative pronoun subject. *Cela*. Omission of article after *parler*.

VII. Tense values of forms for imperfect. Forms of "group B"; *parlais*, *étais*, *avais*. Insufficiency of terminology; danger of confusing form with function. Past definite and past indefinite; observations on translating these forms (half page); contrasting examples of B and A p.p.

VIII. Paradigms for "group C": *parla*, *fus*, *eus* (of *recevoir* in note); tense values; usage. Paragraph of *Ma sœur Henriette*. Analysis of tense (two-thirds page). Demonstrative adj. with *-ci* and *-là*; repetition. Comparison of forms of groups A, B, C.

IX. Paragraphs from *Ma sœur Henriette*. Colloquial vs. literary usage. Past part. with *avoir*; agreement; forms of A p. p., B p. p. Past part. with *être*; forms of A p. p., B p. p.; agreement; variations of pure adjective forms; participle agreement in passive. *Ce* as neuter demonstrative; *ceci*, *cela*, *ça*. *Trois heures*, *trois heures et demie*.

X. *Ce* as apparent subject, with neuter adjective form, for *il* standing for a noun. *C'est que*; *c'est que* vs. *c'était que*. *Ce* plus relative clause; *c'est ici*, *c'est là*. *Ceci*, *cela* as subjects, objects, with *tout*, no inserted relative. *Celui*, *ceux*, *celles*, *celui-ci*: omission of *-ci*, *-là*. *Ce qui*, *ce que* in indirect questions. *Quel* (in note).

Now a comparison of this summary with the usual first year course in high school⁸ brings out what a large amount of grammatical material is to be found in the first ten chapters—say twenty lessons—of Living French. If to this were added a very small number of facts bearing on the following topics: forms of future and conditional, *lequel*, the imperative, subjunctive, and infinitive, numerals, adjective position, stressed pronouns and pronoun order, with a table of conjugations—, most teachers would consider it sufficiently

⁸Cf. the article by Miss Spink in the January JOURNAL, which covers the ground.

abundant for a first year course. This volume, then, contains enough matter for two or even three years of secondary work. It is obvious too that certain features—the treatment of tenses and the subjunctive, for example,—would have more meaning for third year than for beginning students. Even in colleges and universities few classes could profitably complete the volume in less than two years.

At this point let us mention several of the less essential features of Living French, which will, however, bulk large to any one using the book for the first time. These are: a new method of indicating verb forms, in an effort to distinguish logically between the names of forms and the names of their functions; the use (without explanation until § 300, 6) of 'proclitic' and 'enclitic' to designate the unstressed (conjunctive) personal pronoun forms and of 'stressed' and 'unstressed' instead of disjunctive and conjunctive; the division of verbs into two groups, the living (-*er*, -*ir*) and dead (-*oir*, -*re*) conjugations. While the last of these features, like the first, is based on linguistic fact, one can but question the expediency of insisting on it in a book for beginners. It makes little difference to the student whether certain very common verbs belong to living or dead types: *vouloir* and *parler* are equally living as far as his experience goes. Neither is it of any great practical importance in what order or by what number he studies the more regular verb types, or whether he learns three or four conjugations: it is important, however, to introduce no unessential terminology. As to the classification of pronouns, it may be said that the terms 'disjunctive' and 'conjunctive' are more readily associated with the respective functions of the two groups and thus have a certain advantage.

The author's device for clarifying the form *vs.* tense difficulty demands more attention. Outlined in the Statement to the Teacher (pp. xiii-xvi), it is first applied in Lesson VII. The author holds that the current tense names, which aim at indicating the functions of the various forms, fail to characterize uniformly and invariably;⁹ that the form which we call the present, for example, may have in a given case a future function; that *il sera malade* is not necessarily future, nor is *il serait malade* necessarily conditional or past future. There are, he points out, twenty-nine or more defining names in use for fifteen possible groups of forms. Consequently he proposes to designate the groups of indicative forms by letters: A (*donne*), B (*donnais*), C (*donnai*), D (*donnerai*), E (*donnerais*), A p.p. (*ai donné*), B p.p. (*avais donné*), etc.; and to designate the two subjunctive groups as L. S. (*donne*) and O. S. (*donnasse*) respectively, while the compound forms are naturally called L. S. p. p. (*ai donné*) and O. S. p. p. (*eusse donné*).

⁹The Joint Committee on Grammatical Nomenclature evidently did not consider it practicable to attain this uniformity, for while they say in one place: "A given term should describe as exactly as possible the phenomena to which it is assigned" (Report, p. vii), we find in another: "The name of each tense should, if possible, carry a natural and *practically sufficient* (italicised by reviewer) meaning appropriate to that tense and no other—. Where a given form does not distinguish between two or more tense meanings of which it is capable, that form, *as such*, should bear but a single name". (Do. p. 18). But a remark that occurs further on (p. 38) is calculated to rouse Dr. Holbrook's ire: "The first of these tenses (*étais, écrivais, etc.*), presents an act as in process or habitual, or a state as in existence, at a past time which the speaker has in mind. *Its office is always descriptive* (italicised by the reviewer); and its proper name is, therefore, the *past descriptive*."

Whatever judgment may be passed on this particular scheme, the author's contention has a basis in fact: it is certain that our would-be descriptive terminology is often wide of the mark. All instructors are aware of the difficulties that arise in teaching the past tenses, though many ascribe them to inadequate or false statements in text-books, repeated by teacher after teacher, rather than to a defective terminology. Students who have read and heard repeatedly "The imperfect tense indicates continued action in past time," and know only that, may be expected to mistranslate consistently the type: "It rained all day yesterday," or "I stayed in the country for three weeks." One may venture to say, however, that Dr. Holbrook's analysis of the *functions* of what he calls the B group (forms in—*ais*; §§ 59, 62, 70, 397, a) will probably do more to clear up this particular difficulty than his new designation of forms.

It is well to consider how this presentation works out. Section 60 is headed: "Examples of the imperfect or past descriptive tense forms. Group B." Then follow the forms *parlais*, etc. In § 61, a, we read, "*Si je parlais, elle m'écouterait*, may mean either, 'If I were talking' (now). . . , or, 'If I talked' (tomorrow or at any future time). . . ." Aside from this and other just observations, the net change caused by the introduction into this chapter of the term "group B" is not appreciable, except as the discussion gives rise to the following sentences: "Again, *s'il me tuait?* (Suppose he should kill me?) expresses an act which is not only future but instantaneous; therefore not 'imperfect,' except as everything future is imperfect (*imparfait*), (not finished). Again, if by *descriptive* we refer to any mental picture, the form *était* is not descriptive in, say, *c'était vrai* (That was true), though the condition that it reports is past. The term descriptive necessarily varies in appropriateness according to the degree of visibility that a given verb happens to attain."

In the chapters in which the forms *parlai*, *parlerai*, *parlerais*, *parle* (pres. subj.) are taken up, the situation is much the same. It is only when treating the forms, *ai parlé*, etc., that the author definitely cuts loose from the usual method of designating the forms, and notes them as A p.p., B p.p., etc. Had Dr. Holbrook been vain enough to consider the case for form *vs.* function won by his preliminary argument, and not thought it necessary to carry on in the body of his text the combat against existing usage, he might have devised a presentation of the new plan which would make its peculiar merits stand out so clearly as to impose itself upon those who use his book. As things stand, most teachers who adopt this volume for class use can and will adhere to the familiar terminology, and will even basely descend to encouraging their students to substitute 'perfect' or 'past indefinite' for "group A p.p." They cannot, however, fail to profit by the discussion of the tenses as presented in Living French, and the author will no doubt agree with the reviewer in regarding this as a capital consideration.

The title of the book indicates specifically that the author considers Living French an introduction to the spoken as well as to the printed language. We have already remarked on the abstract character of the vocabulary, and there is not much definite provision for oral work, for, says the author

"... some quizzes in French are offered; but these latter become monotonous in print, occupy a great deal of space, and can be readily invented by anyone who speaks French." In view of this one is surprised to encounter in Lesson VII, "Learn to think in French as soon as possible"; and still more amazed to read the following note: "Les professeurs qui se servent exclusivement de la methode directe n'auront qu'à résumer en français le contenu des §§ 382-427" (p. 343).¹⁰

There are, to be sure, some good exercises in shifting tenses, moods, pronouns, in supplying correct forms, and at least two short questionnaires (pp. 126, 146), but exercises of the English-French type predominate, despite an occasional indication like this: "(Causerie) Molière et la Comédie-Française" (p. 126); or like this: "Causerie sur les saisons et les temps" (p. 138). On the whole the book has less apparatus for oral work than most recent school texts. True, a resourceful teacher, whose program is not too crowded, can provide exercise material of this kind, but when the text-book in use makes oral work difficult to avoid, more of it is done in more class rooms. The strong feature of this volume, on the side of the spoken language, the feature that goes far toward justifying its title, is the remarkably large number of examples of colloquial French usage, exemplifying all or nearly all current idioms. So large is the number in fact, that only many oral exercises, involving much repetition through a considerable period of time, would make them a convertible part of the learner's linguistic assest.

The exercises for translation from English into French are abundant, original, and often difficult (cf. p. xvii, 7). Here are a few sentences from the early chapters: "Does a debt become larger as it approaches?" "When they (men) are close upon me, they are enormous (Lesson I). "I always succumb when M. Bergeret holds out food to me under the table" (Lesson II). "These sounds have meanings, but these meanings are less distinct than those I express" (Lesson III). "The enemy that spies upon me when I am eating is swift to act and full of wiles" (Lesson IV). "Children who yell when they play tag are hateful, and a man in rags is always full of enmity" (Lesson V) Such sentences and the texts on which they are based will surely make the student reflect, but it is decidedly open to question whether they will help him greatly to do what is called in the class room, somewhat ambitiously, "thinking in French."

Will they teach him to write French? To a certain extent, of course, but the reader is not prepared by what has gone before to find in Lesson LXXIV (p. 330) the following exercise: "Free Composition. Using either the vocabulary in §§ 370-372 or other words, write in French to illustrate freshly each paragraph of § 370 a letter, an anecdote, a personal experience, or whatever you please; about 300 words" (Cf. similar exercises, pp. 334, 338). The teacher who believes in some independent writing by the student as one of the effective ways of making him utilize, and assimilate his linguistic

¹⁰As an extreme example: "In D and E we find *au* (formerly *ar*): see §§ 84, 91, 394. In L. S. (§ 202, a, and § 204) we find *ai* [ɛ] and *ay* [ɛj]. In C. and O. S. (§ 398, c, and § 399, c), all that remains of *ar*- is silent *e* (*eu*- instead of *-u*-, and *euss*-, instead of *uss*-); likewise *eu* (p. p.) instead of *u*; compare *eu* [y] 'had' with *vu* [vy] 'seen', and see § 405. On *ai*-je [ɛ: ʒ] see § 403, a. As to the general character of *avoir* see §§ 402-406" (§ 425).

acquisitions, will have begun simple exercises of this nature long before reaching Lesson LXXIV; and the students of those who do not approve of beginning such work early, will not do these assignments so as to satisfy Dr. Holbrook. Next to conversation, composition as now conceived is the most difficult part of the course to direct properly, and teachers have the right to look for definite help and suggestions from the authors of the lesson books they use.

So much for the method evidenced in *Living French*, as seen from the fixed point of the reviewer's desk. From the more mobile teacher's chair, other aspects of it might become more prominent.

Turning more specifically to content, one observes that one or two topics are not treated with the desired clearness or, perhaps, with sufficient dogmatism for elementary students. One of these is the use of the neuter demonstrative *ce* as the apparent subject *versus* a personal pronoun (pp. 69, 71-72, 103), and introducing an initial clause before an infinitive or a *que* clause (pp. 219, 267). Another is that of the personal pronouns (pp. 37, 40-41, 243-270). The rather summary treatment of these in the earlier pages provides many examples of the 'proclitics', but few explicit statements about position, and mentions two or three stressed forms only in an exercise (p. 42, II, 4). Forms like *elles*, *eux* are not discussed until page 243; they occur once or twice before that (p. 103), but it is not sure that the student will realize the connection between *eux* and *lui*. The longer treatment (pp. 243-270) is suitable for advanced students only, and gives the impression of being rather an interesting collection of phenomena than usage so classified as to make a sufficiently clear cut impression on tyros in French. This remark applies also to the chapter on prepositions with names of countries (pp. 295-298). Such a discussion is of value as a corrective to an over rigid conception of how things must be said, but the beginner will find it difficult to get here the two or three facts, which, while not exhausting possibilities, will enable him to employ names of countries correctly in the two or three sentences that he wants to use.

Grammars are, of course, of two sorts. The class room type, intended for pupils of high school age or college freshmen, who know little or no French, groups and classifies simply the principal phenomena wherever these may be reduced to "rules," emphasizes similarities rather than divergencies, and, for the time being, ignores as "exceptions" or "idioms" many phenomena that are, however, of the greatest importance for a thorough knowledge of the language. In such a book the French material, of the earlier lessons at any rate, may seem stilted and poor to one who knows the language well. Unless he has a sympathetic understanding of the learning process, such a person will demand something more savory, something richer, something "more French." In other words he fails to realize that the very material he calls for, presents to beginners in language the most troublesome obstacles, because of its utter newness, whereas the phenomena common to language in general are reinforced by many associations. Even constructions like *je suis allé* and *je me lève* are often sources of trouble at the end of the first half-year, despite repetition. The framework must be first put

together. When it seems to stand fairly solidly, the good teacher sets to work to fill it in. In doing this he must usually rely on material drawn from the reading, and when a lesson book makes a real contribution to the undertaking he is grateful.

The other type of grammar, a manual for advanced students, and teachers who still study, is arranged logically, systematically, and contains thorough going discussions of the topics under the various grammatical categories, with ample attention to the inconsistency of usage. It gives proper place to considerations arising from the philosophy of syntax, and on controverted points indicates current opinion without being drawn into a polemic. It contains abundant examples and a rich store of idiomatic expressions. If intended as a lesson book, it provides copious exercises, in which this idiomatic material and the difficulties of syntax are often reworked through oral and written composition.

It cannot be said that *Living French* conforms to either of these types, but a review that regards the volume almost exclusively from the pedagogical point of view, does not cover the ground. For that it would be necessary also to consider it in detail as a contribution to the study of modern French grammar, and to point out in it more than one instance of the competent knowledge of the French language displayed by the author. This, after all, is its peculiar and unusual merit. Whatever reservations are to be made in regard to the use of the book in the classroom, it may be recommended to all students of the language as doing for many of the usual phases of French grammar what Armstrong's *Syntax* has done for the French verb.

A. COLEMAN.

The University of Chicago.

Gustav Adolfs Page von Conrad Ferdinand Meyer. Edited with Introduction, Notes and Vocabulary by Robert Bruce Roulston. New York, Henry Holt & Co., 1917. xxviii + 160. 45 cents.

Professor Roulston has given us a good edition of *Gustav Adolfs Page*. Judicious care has been exercised in preparing the introduction, notes and vocabulary, and thus abundant material is provided for profitable study of a fine bit of historical fiction. Some of Meyer's writings are peculiarly suited to use in the classroom. There is hardly a trivial or insipid line in Meyer's productions and through repeated perusals one comes to appreciate more and more the fine polish that has been wrought at the expense of great care, and occasional impressions of rigidity and artificiality obtained on first acquaintance are diminished. Meyer has more of Gottfried Keller's superb humor and realism, his world is that of far-off history, and even this is turned to suit his fancy, but he does always present a picture of some great event or character that richly repays one's attention, so that one lays his stories aside with the feeling of having been refreshed and strengthened, if not exalted. Meyer was a noble man of earnest, ardent, honest, artistic aspirations and a breath of his spirit inevitably pervades his work.

Closing scenes enacted in the life of the great Swedish king, Gustavus Adolphus, taking place during the Thirty Years' War pass before us in this short story, and the representation of Gustavus's page, Leubelfing, as a daring young girl in disguise, though a pure fiction, lends a bit of romantic charm. It is somewhat difficult at first to accept this motif as natural, but after one has become accustomed to the idea, other events move along consistently, and interest grows tenser as one draws near the fine conclusion.

Professor Roulston has made a valuable contribution to the study of Meyer in furnishing the notes with liberal illustrations of important characteristics of Meyer's technique and style by means of parallel citations drawn from all of Meyer's works. This is a new feature and is indicative of far more conscientious preparatory study than editors of modern texts are usually able to demonstrate. To give one example: in a note on line 12 of page 6 citations illustrate Meyer's method of symbolizing an act or mental state or even a character by means of some plastic representation.

The record of words coined by Meyer, likewise that of his favorite and peculiar vocables and expressions, will prove useful to philologists in the compilation of lexicographical, grammatical and literary work.

The reviewer thinks that it would have been better to give the modern German equivalent of all foreign words listed in the vocabulary. A map of Germany indicating the locality of Gustavus's military operations might have been useful in the historical sketch of the introduction. References in the notes to the introduction without indicating the number of the page are not always satisfactory.

There are only a few expressions in the introduction that seem infelicitous, e.g., 'the young Conrad' (p. v, ll. 18-19), 'the young Meyer' (p. vi, l. 23), 'the father' (p. v, l. 19), 'the son's artist eye' (p. v, l. 13) are suggestive of German rather than of English usage. But this is a trivial matter indeed. The fact is that Professor Roulston has contributed a good piece of work that will be particularly welcome in the colleges of the Anglo-Saxon world.

C. C. GLASCOCK.

The Rice Institute.

German Science Reader, by Frederick W. Scholz. New York, The Macmillan Co., 1917. 12 mo., ix + 462 pp. \$1.10.

The older type of German science reader usually presented a collection of disconnected extracts so simple in style and vocabulary and so antiquated in their scientific views, that they were of no real value to the serious student of the sciences. Recent German science readers have sought to overcome these defects by offering articles taken from standard German scientific works and describing the latest researches in the various fields. Indeed, at times, editors have gone to the other extreme and have presented articles so technical and so limited in scope as to interest only a particular group of students, as, for example, engineering students. A happy compromise was made by Kip in 1916, whose *Scientific German Reader*¹ contains chapters on eight principal

¹A *Scientific German Reader* by Herbert Z. Kip. Oxford University Press, 1916.

physical and biological sciences, sufficiently technical to interest the specialist and not formidable enough to frighten or defy the general science student. In general, the book by Scholz serves the same purpose, although, on the whole, more technical and difficult to read.

As stated in the Preface, "the selections are chosen from the fields of Chemistry, Physics and Biology, with two supplementary articles on modern industry from its scientific aspect. To make the Reader truly modern, articles on the dye industry, the telephone, wireless telegraphy, the airship, the submarine and modern methods of industrial efficiency have been included. Throughout, an attempt has been made to associate the facts of science with human experience. To further this end and also to give a wider range of vocabulary, biographies of representative German scientists like Humboldt, Liebig, Helmholtz and Haeckel have been added. . . . Since Humboldt represents the end of the era of general science and marks the beginning of the intense specialization of our own age, the life of Humboldt serves as an introduction."

The plan of the book can best be explained by a detailed description of one or two chapters. The chapter, *Alexander von Humboldt*, comprises twenty-eight pages. Of these, seventeen constitute the text proper, including footnotes averaging one-fourth of each page, which explain and paraphrase difficult passages. Of the remaining eleven pages, eight are devoted to informational notes (*Anmerkungen*) and bibliography, and three to *Übungen* and *Fragen*.

The chapter, *Chemie*, comprising 87 pages, has the following subdivisions: *Die chemische Grossindustrie; der Kampf ums Licht; die Farbenfabrikation; die Industrie der Nitrate; Justus von Liebig*. Upon examination, it is found that 43 pages are devoted to chemistry proper, while 15 pages are given to biography, and 29 pages to *Anmerkungen*, bibliography, *Übungen* and *Fragen*. The chapters on physics and biology are constructed along the same general lines.

To the reviewer it would seem that the editor has overloaded his work with informational, grammatical and conversational apparatus. The *Anmerkungen* are expanded unduly and here and there remind one of a miniature *Brockhaus* or *Meyer*. For instance, in the *Anmerkungen* on the chapter, *Alexander von Humboldt*, we find German biographical sketches of Wilhelm von Humboldt, George Forster, Hardenberg, Aimé Bonpland, Gay-Lussac, Friedrich Wilhelm III., Archimedes, Arago, Cotta, Goethe, and Friedrich Wilhelm IV., in addition to various geographical, historical, and scientific notes.

The desire to make this Reader consistent with the other direct method books of the Macmillan German series doubtless explains the large amount of space given over to *Wortübungen*, *grammatische Übungen*, and *Fragen*, as well as the fact that the footnotes are more frequently German paraphrases than accurate translations of difficult passages. It is, however, very questionable, whether a German science reader should be made a manual for German conversation. Is not the goal in view rather a good German pronunciation, extreme accuracy of translation, with only sufficient grammar to clear up

difficulties of construction, and enough German conversation to relieve the monotony of constant translation? Certainly, detailed word studies like those on pages 86 and 207, or intricate grammatical exercises, of the type found on pages 332 and 333, are out of place.

Since, however, the editor himself frankly admits that he had in mind the needs of a wide range of classes, the teacher has perhaps no occasion to be annoyed by this *embarras de richesses* but may select what best suits his purpose.

So far as the texts themselves are concerned, it may be said that, on the whole, they are quite difficult, both as to style and vocabulary, and to subject matter. The editor clearly underestimates the difficulties when he says: "From the point of view of both content and language the text presents no unusual difficulties for high school classes, yet is suitable also for more mature readers." Without four years of high school German or three years of college German and a scientific background, a student will not be able to read intelligently most of the articles on chemistry and physics, for these are not taken from simple text-books presenting a simple, scientific vocabulary, with which the student is familiar, but present chemistry and physics in their strictly industrial and technical aspects. Indeed, articles such as, *Die Farbenfabrikation* and *Die drahtlose Telegraphie*, presuppose a very considerable scientific training.

The Reader does, however, present a wide range of valuable scientific material and can be read with profit by the more advanced students of science after a simpler book has first been used. As a rule, the selections are taken from recent German publications, and only one article, *Die Entwicklung des Unterseeboots*, seems to read like a translation and adaptation from the English.

A rather cursory examination of the Reader disclosed few typographical errors. In the *Fragen* occasionally an interrogation point is missing (pp. 28, 120, 359). On page 144, *Abbildung I* should read *Abbildung A*. On page 150, question 32, the *du* form is impossible in connection with the following *Herr*, and *tritt* would in any case be preferable to *trete*. On page 362 an *h* is missing in the word *Unbestechlichkeit*. *Bedenkenfrei* in the sense of *unscrupulous* (p. 46, l. 3) undoubtedly deserved a place in the Vocabulary. Other minor errors occur on page 329, lines 17 and 30, and in the title of Bülsche's work on page 331.

The German-English vocabulary has been condensed so much that it is not entirely satisfactory. Self-explanatory compounds, common words and those resembling the English have been intentionally omitted. This frequently leads to difficulties. Students are almost sure to mistranslate such words as: *Bergakademie* (p. 1), *prinzipiell* (p. 243), *Kulturvölker* (p. 285); and they would find it a great convenience to have the exact English equivalent of such words as: *Kumarin* (p. 42), *Gärungsgewerbe* (p. 45), *eine sog. gerichtete Antennenanlage* (p. 177), *Fliegerkappe* (p. 179), *das statische Moment* (p. 193), *Fischmenschen* (p. 285), *Asseln* (p. 288). In a few cases the definitions do not suit the case in hand. For instance, *dafür* (p. 286, l. 5) means "in return for that," while *meistens* (p. 370 l. 7) can only mean "generally" and

not "mostly." Another inaccurate definition is found in the *Wortübung* (p. 372), where *etwas vorwegnehmen* is defined as "to take something for granted."

On the whole, the average reader would have welcomed a more complete, exact German-English vocabulary in place of such elaborate *Anmerkungen* and *Wortübungen*. All this apparatus scattered throughout the book mars the beauty of the printed page and gives the book a puzzling, formidable appearance. The half-tones are considerably blurred, but the letter press is uniformly good.

JOHN A. HESS.

Indiana University.

A Trip to Latin America, by Ventura Fuentes and Victor E. François. New York, Henry Holt & Co., 1917. x + 196 pp. 80 cents.

If there exists a teacher so blind to the trend of the times as to refuse to introduce into his Spanish classroom South-American material and atmosphere, certainly he can not allege as excuse for his short-comings any scarcity of appropriate text-books. Spanish-American readers and composition books are appearing in such rapid succession as to bewilder one with the wealth of choice. The volume recently published by Messrs. Fuentes and François, however, is distinguished from others by being carefully and intelligently planned as a first-year book.

A few of the readers published in recent years have been so complicated in style and contain so much detailed information as to put them outside the comprehension or needs of high school students. Others are well suited to the requirements of second and third year classes. The one under discussion at present is, to give its complete title, "A Trip to Latin America, in very simple Spanish, with conversation and composition exercises and vocabulary."

The text, after six introductory lessons which give the essential facts of the geography of the New World and its discovery, follows time honored custom in recounting the experiences of a young North-American traveling through the various countries of Central and South America and the Antilles. The lessons take the form now of letters, now of dialogue, in an attempt, as the authors state in their thoughtfully prepared and helpful preface, to avoid the monotony almost inevitable in books of travel.

May it not be that this monotony is less a matter of form than of subject matter? If the young traveler in question had shown himself more catholic in his interests, if he had been less bent upon imparting useful information and allowed himself occasional license to describe some incident of travel or some vivid, even amusing phase of foreign life, might not the result have been a book a little less evidently intended to instruct? Undoubtedly it is desirable, as says the preface, that "while learning the Spanish language, the beginner enriches his mind with much important and useful information on the geography, history, government, industry, commerce, and climate of the

Latin-American countries, and the habits and customs of their peoples," yet one can not but feel a secret sympathy for the little first-year students if their language-work,—still, at times, in spite of the best modern methods, a slightly bitter pill,—is never to be sweetened by an interesting tale or amusing anecdote. Nor can one help but feel that the last two items of the list on which he was to be instructed have been slighted in favor of the others.

The exercises with which the book is so liberally supplied are excellent in character and unusually varied in form, comprising drill in asking as well as answering questions, practice with the useful blank, sentence building based on special forms and idioms, identification of verb forms, transformation of sentences, suggestions for original composition both oral and written, comparison of Spanish and English words, and translation from English to Spanish.

One question that might arise in this connection is that of the usefulness of this wealth of exercises in a book that does not at the same time give all the other material necessary to make it a complete first-year text-book. Aside from a full and clear table of regular, irregular, and radical-changing verbs, there are no grammatical forms or rules given. The topics assigned for review in each lesson suggest that the book is intended to be used after the pupil has acquired a considerable knowledge of grammar. Yet there is scarcely time in the first year for the teaching of all the grammar here covered, with the necessary drill, and a review of it with a new set of exercises. On the other hand, if, as the preface suggests, the book is introduced almost at the beginning of the course to alternate with a grammar, it would be highly improbable that the order of presentation in the two books would be identical, and there would result confusion and waste of material. But no doubt authors are aware that teachers are prone to be very independent in the use they make of exercises provided and the attention they pay to suggestions made in prefaces. By beginning the book in the second half of the first year it might be read rapidly enough to hold the interest of the class, while a choice of exercises could be made to suit the needs of the pupils and correlate with the other work they might be doing.

MARION E. POTTER.

Newton High School, Elmhurst, L. I.

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